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but the division should not be based on the child's intentions about entering High School. For the Latin ought to help bridge the gap between the Eighth and the Ninth Grades. Doubtless it will result in more pupils entering High School. But in any case a year of a foreign language, especially if taught always with the English, cannot come amiss to any pupil.

One of the strongest of these general advantages is that of economy. A wiser decision as to the pupil's choice of studies in the High School can be made after he has been tried in the fire of a foreign language. Time may be saved and failure avoided in the freshman year. At the end of the course he finds himself with time to spend on some advanced work. These pupils have the added advantage of being in the company of older students before whom they wish to succeed. We often hear that it is a crime to keep a backward child in the class of average pupils, where he is humiliated by the constant evidence of his own inability. Is it not wrong to keep a forward child in an average class where his ambition is dulled and his standards are lowered? Besides the injury to the child, consider the untold loss to the community. Mr. Wenley (if I may quote him again) has said, "If this country is to be saved, it must be saved by its great minds, and what are we doing to develop these minds?"

Nor should it be thought that pupils in the Grades are too young to gain some sense of the grandeur and glory of the Latin world. They are susceptible to just this appeal. Give them a sight of the map of the Roman Empire, a few words about the City of Rome two thousand years ago, and that city to-day. Show them what the names of Caesar and Cicero and Vergil have meant to the world, and, if we are wise enough, will mean to generations yet to come. If the children have been proud of studying Latin, this pride may be used and may bear its fruit in making them more dignified.

To review the general advantages in the early study of Latin: it is a help in the study of English; it is a step towards the 6-4-4 system; it gives at an opportune time definite drill in a difficult subject and so is a means of acquiring habits of patience and concentration; it is a spur to ambition; it leads to economy of time and mental strength.

Finally, what are the desiderata if Latin is to be introduced into the Grades? First, more serenity and simplicity in the day's program; second, a primer for the 7-1 Grade dealing with English and Latin together; third, a uniform system of nomenclature. Last, and most important, we need Latin teachers who are familiar with the English of the Seventh, Eighth and Ninth Grades, who understand young children and do not mistake enthusiasm for achievement. The Grades should not be considered a training school to prepare the College graduate for the more noble and glorious task of teaching in the High School. When equal preparation and equal salaries attend a

position in the Grades, it may seem a promotion rather than otherwise to be asked to take work in this more difficult field. No classes require such careful discrimination and accurate drill. Again, a teacher must be on her guard lest she mistake, for her own success, a great show of enthusiasm on the part of her pupils. It is possible to awaken a sleepy class any day by an animated proposal that they learn a little Hebrew or Sanscrit. Arms will wave wildly in the air while they tell about the little Sanscrits or little Hebrews that their fathers have known. They sputter with enthusiasm, which lasts until they hear, 'Now this thing must be learned'. Then the dust settles and we can see what is left to be seen. In the spring, when the *io* verbs were losing their charm, the most inert boy in the 8-2 class begged for a few lessons in Greek. Doubtless one of the countless sins against childhood was committed in not granting his request. I have small patience with the remark 'They are learning without knowing what they are learning'. The probability is that no one will ever discover it. But in case it is true, why deprive the children of the greatest joy the mind can have, the joy of conscious achievement?

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A GREEK SCHOOLMASTER STILL TEACHING¹

Isocrates was probably the greatest schoolmaster the world has ever seen. His school was thronged with pupils. His methods were eminently practical. He brought his pupils through the three stages of analysis, criticism and composition. Although Isocrates himself, because of personal deficiencies, early ceased to be a practising orator, he was no admirer of what might be called 'closet' oratory. "The future orator must try the effect of each arrangement and combination of technique on the audience and so draw up his own system". "The chief boast of the school of Isocrates", says Freeman, in his *Schools of Hellas*, "was that it produced gentlemen". The number of disciples Isocrates left after him has been computed to be more than forty. In the theory of rhetoric he was surpassed by Aristotle. "Yet the school of Aristotle produced not a single orator of note except Demetrius Phalereus; the school of Isocrates produced a host. Why was this?" asks Jebb. He answers that it was by his exercises for which his own writings furnished models that Isocrates formed his pupils.

Isocrates was ninety-eight years of age when "That dishonest victory at Chaeroneia, fatal to liberty, killed with report that old man eloquent". His influence lives to-day in the language we write and speak. "That Isocratic style", writes Jebb, "in its essential characteristics of rhythm and period, passed into the prose of Cicero; modern prose has been modelled on the Roman; and thus, in forming the literary rhetoric

¹Reprinted from *America* 12.249-250 (December 19, 1914).

of Attica, Isocrates founded that of all literature". One particular feature of that survival is studied in an interesting lecture delivered at Oxford, June 6, 1913, by the well-known Ciceronian scholar, Professor Albert C. Clark, on Prose Rhythm in English (Oxford University Press). Professor Saintsbury, in his History of English Prose Rhythm, expresses himself in his usual vehement style as utterly opposed to "the attempt to show how a prose-harmonist should develop his harmony". The author's lecture concerns itself with Professor Saintsbury's book, deploring "his lack of positive results", accepts his collection of perfect examples of prose rhythm, and proceeds to deduce some rules for the close of sentences. "For the origin of prose rhythm", says Professor Clark, "we must go to Cicero". That he does in his lecture, comparing Cicero's sentence-endings (*clausulae*) with the accepted endings of later Latin prose (*cursus*) and then with the practice of English writers. "The rhythm of English", he concludes, "is mixed, like the nation itself, and the mixture constitutes its charm. In this respect English differs from medieval prose and frequently presents analogies to the freer system of Cicero and Demosthenes". Most authorities when speaking of Cicero's rhythm would couple with him Isocrates rather than Demosthenes.

Another recent work studies the school of Isocrates: The Influence of Isocrates on Cicero, Dionysius and Aristides (Yale University Press). Mr. Harry Mortimer Hubbell, the author, in presenting this thesis in candidacy for the degree of Doctor of Philosophy, asserts that his "account of Isocrates' theories will be somewhat one-sided". He does not "attempt to trace the influence exerted by his theories of rhythm, or by his style", but deals "only with the larger aspect of his pedagogical purpose". Mr. Hubbell's essay belongs to that growing class of works which the historical method of studying literature has fostered and which strives to trace the ideas of authors back to their sources. Read Fock's *Catalogus Dissertationum*, and under the name of every Greek and Latin author will be found a generous sprinkling of *Fontes* and *Quellen*. Mr. Hubbell's essay is valuable for the history of rhetoric and emphasizes the practical tendencies of Isocrates in his teaching. How impatient Isocrates would be with the modern distinction implied in the disparaging use of the term rhetoric! Isocrates would not admit that anything was rhetoric unless its contents were solid and substantial. After the many discussions of Isocrates as a stylist, it is good to have the substance of his teaching thrown into prominence as it is by Mr. Hubbell. Yet if the old Greek orator had a school of rhetoric to-day, he would not use Mr. Hubbell's book in class. Sources and development and evolution belong to history, not to literature. These subjects are contributions to science, not exercises in art. Isocrates taught the art of oratory. Aristotle would have welcomed Mr. Hubbell into his school.

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REVIEWS

The Anabasis of Xenophon. Edited, with Introduction and Commentary, by Augustus Taber Murray. Chicago and New York: Scott, Foresman and Company (1914). Pp. lii+335+130. \$1.60.

This edition includes the entire Anabasis. The first four books are edited with notes at the foot of the page. The text of the last three books, without commentary, is added to be available for sight reading. It would have been an improvement if the topics treated in the narrative and the speeches had been inserted at frequent intervals, particularly in the last three books. Also, the new words found in these books might well have been explained at the foot of the page, together with some necessary hints in sight work. This task is now left to the teacher. The vocabulary, however, covers the entire work.

The Introduction treats with due sense of proportion and in a lucid and interesting way the following topics: Xenophon, his Life, Character and Writings; Persia to the Time of Cyrus the Younger; Cyrus and his Expedition; Prominent Personages; Style of the Anabasis; The Speeches in the Anabasis. The editor is justified in reducing the amount of space commonly allotted to military details.

There are maps of Greece and of the route of the Ten Thousand, and plans illustrating manœuvres described in the text. In addition there are four fine full page illustrations, of the Greek hoplite, Marsyas, Delphi, and the Wrestlers. There should be many more illustrations distributed throughout text and Vocabulary.

The Commentary, as a whole, is a careful, well-balanced and creditable piece of work. It embraces a wide range of topics, including antiquities, manners, and customs, military matters, mythology, athletics, religion, geography, contrasted use in Greek and English, style, syntax, word-analysis, word-order—a variety sufficient to bear out the hope of the editor "not to allow the stress laid upon grammar to prevent the student from feeling the charm of the story, or from becoming interested in Xenophon as writer and as man".

Primary emphasis, however, is necessarily laid upon the grammatical side. One who assimilates the information conveyed in this field will carry away with him a knowledge of much vital, grammatical and stylistic usage; e. g., to mention a few important points noted, the preference of the negative for the aorist and the difference between the aorist and the imperfect, when used with the negative, the use of *θέω* commonly with military connotation, of *γίγνεσθαι* as passive of *ποιεῖν*, of the passive *ποιεῖσθαι* employed of poetical composition, of *ἀκούειν* with the infinitive employed of hearsay, of the participle of fact, of the active voice used with a reflexive pronoun in, case of unusual action, the limited range of the pluperfect *εἰς* not used with the singular of a personal object, *εἰ δὲ μή* regularly employed of the unfavorable alternative, the informal omission of *ὃ* with the vocative,